



# WHY CAREER READINESS?

[ Lesson Plan ]

*Nebraska Department of Education*



## WHY [ Career Readiness? ]

### TIME

50 minutes

### TOOLS | EQUIPMENT | SUPPLIES:

- Eight sheets of 8.5 X 11 with one number written on each sheet – *interest approach*
- Seven statements written on a writing surface or Power Point – *interest approach*
- Habitudes for Career Ready Students books – *objective 1*
- One large poster for every three or four students – *objective 2*
- An apple – *objective 3*
- Apple product such as iPad, iPod, iPhone – *objective 3*
- Worksheet, one per student – *objective 3*
- Post-It note, one per student – *review and summary*

### GOAL

Create buy in and establish a need for being Career Ready

### STUDENT LEARNING OBJECTIVES

*As a result of this lesson, students will...*

- Understand the definition of a Career Ready student.
- Compare and contrast jobs and careers.
- Demonstrate a need for Career Readiness.

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## INTEREST APPROACH

[ APPROXIMATELY 10 MINUTES ]

### *Activity: Face the Facts*

Before students arrive write the following numbers on eight different sheets of paper – one number per sheet.

260,000      74      59      10,000      3.5      62      75      9.6

Also write the following statements on the board:

1. \_\_\_\_\_ Nebraska's unemployment rate.
2. \_\_\_\_\_ Unemployment rate for Americans aged 20-29.
3. \_\_\_\_\_ Number of recent college graduates still working at or below federal minimum wage of \$7.25 per hour.
4. \_\_\_\_\_ Percentage of the workforce who will be Gen Y by 2025.
5. \_\_\_\_\_ Number of baby boomers who retire each day.
6. \_\_\_\_\_ Percent of business decision-makers and \_\_\_\_\_ percent of higher education administrators who give recent college graduates a "C" grade or lower for preparedness in their first jobs.
7. \_\_\_\_\_ Percent of businesses agree that they must partner with colleges and universities to provide business curricula that properly prepare students for the workforce.

Tell students to partner with someone sitting close to them to match the numbers with the correct statement. Students should capture their guesses on a piece of paper. Give the pairs two minutes.

Ask a few students to share. As they determine the correct numbers, have a student volunteer to move the numbers next to the matching statement. It should read:

1. **3.5** – Nebraska's unemployment rate.
2. **9.6** – Unemployment rate for Americans aged 20-29.
3. **260,000** – Number of recent college graduates still working at or below federal minimum wage of \$7.25 per hour.
4. **75** – Percentage of the workforce who will be Gen Y by 2025.
5. **10,000** – Number of baby boomers who retire each day.
6. **59** percent of business decision-makers and **62** percent of higher education administrators who give recent college graduates a "C" grade or lower for preparedness in their first jobs.
7. **74** percent of businesses agree that they must partner with colleges and universities to provide business curricula that properly prepare students for the workforce.

### PROCESSING QUESTIONS:

- What surprises you?  
*Reframe: What stands out to you?*
- What correlations can be made?  
*Reframe: How does one statement or fact impact another statement or fact?*
- What do these numbers mean for your future career?

### KEY POINT:

There is a need to prepare now for your future career.

Explain that you are about to embark on a task like none other. This is about knowing your stuff. This is about relationships. This is about making healthy choices. This is about having knowledge, drive and confidence. This is about the next step in life. It's called being Career Ready.

### TRANSITION:

So what does "Career Ready" even mean?

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### OBJECTIVE 1:

*Understand the definition of a Career Ready student.*

[ APPROXIMATELY 12 MINUTES ]

Reveal the definition of a Career Ready person to the students by either showing it on a Power Point, referring to a poster that will continue to hang in your classroom, writing it on the board or having them turn to page 3 in their Habitudes book. Ask them to read it silently and underline the word that stands out the most to them.

### PROCESSING QUESTIONS:

- After seeing this definition, which word popped out to you? Why?
- What other words are critical?

Explain that we will begin to breakdown this definition to understand it even better.

## DIRECTIONS:

- Split the students in to four groups.
- Each group will be given a set of words to define further.
- Take each word and explain what this means in the context of Career Readiness.
  - What does this word mean?
  - What are synonyms for this word?
  - Why is this word important to the definition of Career Ready?
  - For example: the word “ready” means we are fully prepared. The word “ready” is critical because students should be fully prepared to enter the workforce with the skills and experiences they need to be successful.
- Discuss these words, taking notes if necessary.
- Be ready to report back.
- Reveal and assign the following words or phrases to the groups.

*Tip: display these on a PowerPoint or whiteboard.*

GROUP 1	GROUP 2	GROUP 3	GROUP 4
Career Ready Capitalizes	Personal Strengths Talents Education Experiences	Bring Value Workplace Community	Performance Skill Diligence Ethics Responsible Behavior

Set the expectation that a different student will report on each word assigned to the group. For example: if the group has three words, we will hear from at least three students in the group.

Give a few seconds for them to identify one person for each word and have students share.

For groups two and four emphasize the differences between each of the assigned words. Continually relate their responses back to the urgency of preparing now for their career.

## TRANSITION:

Next we will examine the word “career” even further.

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## OBJECTIVE 2:

### *Compare and contrast jobs and careers.*

[ APPROXIMATELY 10 MINUTES ]

Divide students into groups of three or four and provide them with one large poster-sized paper per group. They can put these on their tables or post them on a wall. Have students draw a line down the middle, labeling one column “Job” and the other column “Career.”

Explain to the students that they will have four minutes to list as many differences between the two categories as possible. It is important to note that they are not listing different types of jobs or careers, but rather the differences between the terms.

After four minutes, have students share the main items on their lists. Then reveal this list on a PowerPoint, whiteboard or poster.

#### SHARE THESE POINTS:

- Individuals can change jobs without changing careers.
- A person will normally have several jobs within the same career.
- A career takes goal-setting, centered on the individual’s specialized strengths, talents, experiences and education.

#### ASK STUDENTS TO SHARE WITH A PARTNER:

- Name a job you have had (mowing lawns, babysitting, etc.).  
Why do you view this as a job and not a career?
- Name a career you would like to pursue.
- What are some jobs that could help you pursue that career?

#### TRANSITION:

So, we have explored the word “career.” Let’s take a deeper look at being **READY** for our careers.

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## OBJECTIVE 3:

### *Demonstrate a need for Career Readiness.*

[ APPROXIMATELY 15 MINUTES ]

#### *Activity: Apples to Apples*

In the same groups of three to four students, assign half the groups an apple (as in the fruit) and half the groups an Apple product (as in an iPad, iPhone).

*Note: If possible, place the assigned product in front of the student groups.*

Using the provided worksheet, have students brainstorm and list all jobs needed to create this product and deliver it to consumers. Explain that they are only working on the left side of the worksheet at this point.

After two minutes, ask them to think outside the box. What other departments do we not think of, but still are needed to create or market this product? (Human Resources, Finance, Marketing, Distribution, etc.)

Give students one additional minute to complete the list.

Tell each student to choose one specific occupation from the list just created by their group with each student in the group choosing a different occupation.

Have students write their choice in the top box on the right side of the worksheet.

Explain that they will be examining the occupation they have just listed and will list the strengths, talents, experiences and education needed to be successful in this role. They will do this by completing the remaining four boxes on the worksheet.

Allow one student per group to share the list for the occupation they chose.

## PROCESSING QUESTIONS:

- What similarities do we see among these completely different careers?
  - **POINT:** Some skills are universal.
- What differences did you find?
  - **POINT:** Each career is unique and needs a separate set of strengths, talents, education, and experiences.
- What would happen if you swapped skill sets, talents, education and experiences of, for instance, the farmer and the computer scientist (or possibly use two careers the students have just discussed)? How successful would they be in their new roles?
  - **POINT:** Each career takes deliberate planning and every experience, strength, and training should further where you want to go in your career.
- Does the farmer rely on the computer software engineers who make the iPads and other technologies? Vice versa, does the computer software engineer rely on the farmer?
  - **POINT:** YES. No career is more important or beneficial than the other. It just depends on how the individual can best use their unique strengths, experiences, education and talents.

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## REVIEW | SUMMARY

[ APPROXIMATELY THREE MINUTES ]

On a Post-It note have students write a “tweet” about Career Readiness. Review that tweets are 140 characters long and therefore the words captured on the Post-It note should be 140 characters. Include hashtags and @ symbols if necessary.

Challenge the students to be creative with their tweets. The tweets should start out “#CareerReadiness is...”

Offer a place in the classroom for students to display their “tweet” Post-It notes. Perhaps draw the Twitter logo on a poster or whiteboard. Encourage students to tweet a positive message about Career Readiness as they leave class.

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## SOURCES:

1. **3.5** – Nebraska’s unemployment rate.  
<http://www.dol.nebraska.gov/infolink/OtherFiles/MSR.pdf>
2. **9.6** – Unemployment rate for Americans aged 20-29.  
<http://growingleaders.com/blog>
3. **260,000** recent college graduates are still working below federal minimum wage.  
<http://www.forbes.com/sites/nextavenue/2014/07/07/how-to-stop-stressing-over-your-childs-job-search/>
4. **75** – Percentage of the workforce who will be Gen Y by 2025.  
<http://www.businessinsider.com/millennials-need-to-learn-these-14-rules-2013-9>
5. **10,000** – Number of baby boomers who retire each day.  
<http://money.usnews.com/money/blogs/on-retirement/2012/03/23/the-baby-boomer-number-game>
6. **59** percent of business decision-makers and **62** percent of higher education administrators who give recent college graduates a “C” grade or lower for preparedness in their first jobs.  
<http://www.forbes.com/sites/shamakabani/2013/12/05/study-reveals-surprising-facts-about-millennials-in-the-workplace>
7. **74** percent of businesses agree that they must partner with colleges and universities to provide business curricula that properly prepare students for the workforce.  
<http://www.forbes.com/sites/shamakabani/2013/12/05/study-reveals-surprising-facts-about-millennials-in-the-workplace/>

APPLES TO APPLES  
*Worksheet*

NAME OF PRODUCT:	Choose <i>one</i> career from the list your group just brainstormed:	
List all the jobs needed to create this product and deliver it to consumers.	Strengths:	Education:
	Talents:	Experiences:



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